SECONDARY MATHEMATICS EDUCATION PROGRAM

Students today...Teachers tomorrow

STUDENT TEACHING HANDBOOK

2014-2015
Academic Year

THE UNIVERSITY OF ARIZONA | COLLEGE OF SCIENCE MATHEMATICS

Welcome Mentor Teachers, Student Teachers, & University Mentors

The University of Arizona, College of Science, and Department of Mathematics are committed to providing students in the Secondary Mathematics Education Program with a valuable, culminating student teaching experience. The goal of this experience is that student teachers apply the concepts and principles they have learned in their Secondary Mathematics Education Program courses. The student teachers are supported in this quest by university mentors and classroom teachers.

We are grateful for your willingness to help nurture and educate our next generation of teachers. We are including information about the details of this commitment in the enclosed pages. We would like to stress that these details are processes that facilitate the primary role that you play to-

- Model efficacious strategies and routines.
- Provide the opportunity for the student teacher to try innovative procedures and lessons with support and insight.
- Nurture the development of confidence and enthusiasm needed to be an effective teacher.

The student teaching experience is the key next step for these budding educators to make the transformation from student to teacher. Thank you for accepting this role. We are confident that you will find this to be a rewarding learning experience for you and for your student teacher.

This edition of the *Student Teaching Handbook* is meant to be a resource with practical information to help student teachers, mentor teachers, and university mentors understand their roles and responsibilities. Important time lines, dates, and forms to be completed throughout the semester are included in this *Handbook*. It, however, is not meant to be comprehensive. You may also access the Handbook online at

http://math.arizona.edu/~smep/student_teaching.html

As the Director of the Secondary Mathematics Education Program, I welcome you to the student teaching semester and thank you in advance for your commitment to making the semester a positive experience for everyone.

Sincerely,

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Director, Secondary Mathematics Education Program
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Philosophy

The goal of the Secondary Mathematics Education Program is to prepare individuals who will join the teaching profession as reflective practitioners. Throughout the program, students are provided guided opportunities to reflect on aspects of classroom learning, such as the role of environment, teacher questioning techniques, cooperative learning, student motivation, and the utilization of worthwhile tasks. During their student teaching semester, students draw on these reflections as they develop and implement lessons and assess their students' learning. The student teachers then analyze their teaching, and these analyses become part of their professional portfolio.

The pedagogy courses and many of the mathematics courses taken by students in the Secondary Mathematics Education Program engage them as learners through an inquiry-based learning approach to instruction. Students are given numerous opportunities to experience and reflect on the benefits of being active learners in constructing their own understanding of content, be it mathematical or pedagogical. This focus on inquiry learning is implemented when students prepare guided-discovery lessons as part of their "methods" course and during their student teaching semester.

The Secondary Mathematics Education Program could not exist without its close collaboration with teachers and schools in the greater Tucson area. The preparation of secondary teachers of mathematics follows an apprenticeship model, which allows the pre-service teachers to work with and learn from effective middle and high school teachers. The program requires 90+ hours of field experience while enrolled in pedagogy coursework in the context of mathematics to prepare the pre-service teachers for their culminating student teaching semester, which is over 600 hours. Our goal is to prepare teachers of mathematics so that they are ready to contribute to the field in positive ways and influence students to want to learn mathematics.

SECONDARY MATHEMATICS EDUCATION PROGRAM
Students today...Teachers tomorrow

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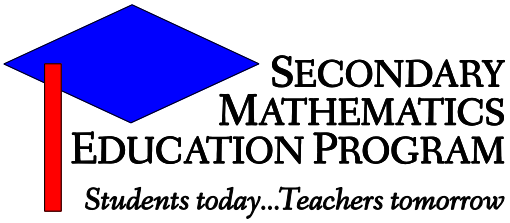
Professionalism



Department of Mathematics

College of Science

The University of Arizona
Teacher Preparation Programs Teaching Standards
Based on the InTASC Professional Teaching Standards (2011)

UA SCIENCE
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COLLEGE OF SCIENCE

THE UNIVERSITY OF ARIZONA.
MATHEMATICS
UA SCIENCE

Overview

The University of Arizona has a responsibility to the educational community to ensure that individuals, who are recommended to the State of Arizona for teaching certification, are worthy to join the teaching profession. In order to communicate the expectations for students, the faculty has developed the standards based on the InTASC Standards, which the Arizona Department of Education (ADE) will be using as professional teaching standards. "The Interstate Teacher Assessment and Support Consortium (InTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels." The Standards help with recognition of prospective teachers who are excelling and those who are facing challenges.[1]

All students in any TPP at The University of Arizona are expected to demonstrate that they are prepared to teach children and youth. This preparation results from the combination of successful completion of coursework and display of important human characteristics which teachers should possess. Because the *Professional Standards* are used throughout the certification programs from admission to graduation, some criteria will be more relevant when students are in fieldwork and some when students are completing coursework. The areas that the *Professional Standards* address are (I) Content Knowledge, (II) Professional Responsibility, (III) Learner and Learning, and (IV) Instructional Practice.

[1] ***http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_%28InTASC%29.html***

UA Teacher Preparation Programs
Interstate Teacher Assessment and Suport Consortium
(InTASC) Professional Teaching Standards

I. Content Knowledge

Prospective teachers successfully complete the professional sequence of coursework in their respective programs prior to student teaching. Through the coursework, prospective teachers:

- Demonstrate an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners;[2]
- Connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues;[3]
- Achieve or exceed the minimum grade point average in the **Secondary Mathematics Education Program**
    - Mathematics Major Courses - G.P.A.> 2.0
    - Lower Division Mathematics Courses (MATH 124/5, 129, 215, 223) – G.P.A.> 2.5
    - Mathematics Education Courses - G.P.A.> 2.5
    - Overall - G.P.A.> 2.0

II. Professional Responsibility

Through their behavior and in their interactions, prospective teachers:

- Demonstrate the dispositions and characteristics of a professional educator and required for successful teaching.
- Demonstrate responsibility for attending, being on time, and being prepared for scheduled classes and field experiences;
- Have a professional appearance;
- Communicate professionally and respectfully orally and in writing with peers, colleagues, instructors, K-12 students, teachers, administrators, families, and community members;
- Use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner;[4]
- Collaborate productively and collegially with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being;[5]
- Demonstrate the ability to:
    - accept and act upon reasonable criticism;
    - understand others' perspectives about teaching;
    - question and test their assumptions about teaching and learning;
    - separate personal and professional issues;
    - look beyond self and respect differences of race, ethnicity, language, social class, national allegiance, cultural heritage, disability or perceived disability, gender, and sexual orientation;
    - think analytically about educational issues.

[2] InTASC 4
[3] InTASC 5
[4] InTASC 9
[5] InTASC 10

III. Learner and Learning

Prospective teachers treat all students with respect and teach in ways that ensure that all students can learn. Through their formal and informal work with students, prospective teachers:

- Understand how children learn and develop recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas; and design and implement developmentally appropriate and challenging learning experiences;[6]
- Use understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential;[7]
- Work with learners and colleagues to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.[8]

IV. Instructional Practice

Prospective teachers design and plan curriculum that engages all learners. Through their lessons and units, prospective teachers:

- Use multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher's ongoing planning and instruction;[9]
- Draw upon knowledge of content areas, cross disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals;[10]
- Use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information[11].

Persons with disabilities, who, with or without reasonable accommodations, are able to complete the essential requirements of the program, will not be discriminated against on account of their disabilities. Information concerning the accommodation policy can be obtained in the University of Arizona Disability Resources Center.

[6] InTASC 1
[7] InTASC 2
[8] InTASC 3
[9] InTASC 6
[10] InTASC 7
[11] InTASC 8

AZ Department of Education Teacher Evaluation Standards
Interstate Teacher Assessment and Support Consortium
InTASC Model Core Teaching Standards (2011)

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

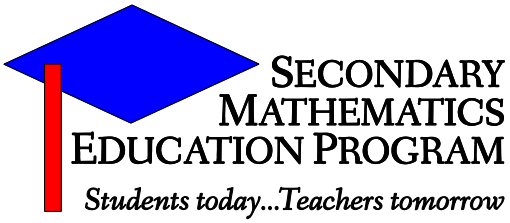
Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Roles and Responsibilities

Student Teacher
Mentor Teacher
University Mentor



Department of Mathematics

College of Science

Student Teachers

Qualifications

Prior to enrolling in MATH 494C, Student Teaching, students must successfully complete the pedagogy coursework and the set of required mathematics courses with a minimum cumulative G.P.A. of 2.0. In addition, the student teacher needs to follow guidelines and requirements for graduation from The University of Arizona and for teacher certification. See the section **Graduation and Certification** in the Handbook.

Roles and Responsibilities

1. Student teachers are required to be at the schools for a minimum of 80 days (consideration is taken for special circumstances).

2. Be at assigned school during the mentor teacher(s)' contract hours, including in-service and grading days.

3. Adhere to the Phase-In Schedule agreed upon by the ST, MT, and University Mentor. During Phase III (Full Responsibility Phase), the ST should be assigned four class periods, but no more than two different content courses for planning and teaching.

4. Attend Student Teacher/Mentor Teacher Orientation Meeting, which is scheduled at the beginning of the student teaching semester.

5. Follow all responsibilities listed in the *Phase-In Schedule*.

6. Complete a Student Teaching Portfolio:
   a) Keep a binder that includes all required artifacts (see Table of Contents). The portfolio in progress should be available to the university mentor during all observations;
   b) Create an E-Portfolio for a class Google Site for sharing with peers.

7. Complete all university assignments for successful completion of MATH 494C.

8. Attend *Secondary Mathematics Education Program* seminars and other required events as announced at the orientation meeting.

9. Create positive communication and ask for meaningful feedback (both positive and constructive).

10. Have lesson plans available.

11. Be responsible for the content of the MATH 494C *Student Teacher Handbook.*

12. Keep documentation on the *Record of Student Teaching*:
   a) Includes attendance, formal observations, seminars, workshops, conferences, completion of portfolio, and other related activities;
   b) Attendance should be initialed by mentor teacher each week;
   c) Record Cards are to be signed and completed at the time of the final conference and turned in to the university mentor.

13. Be professional (See the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards adopted by the AZ Department of Education).

Mentor Teachers

The process of selecting mentor teachers involves collaboration among the Secondary Mathematics Education Program, classroom teachers, school districts, administrators, and principals. Mentor teachers need to have demonstrated the expertise and desire to mentor student teachers.

Qualifications

Mentor teachers are required to:

1. Be employed as certified teachers.
2. Have taught a minimum of three years in the designated content area.
3. Be approved to be a mentor teacher by school district or principal.
4. Show interest in mentoring student teachers as a responsibility to the profession.
5. Be capable of working as an effective team member with the school administration, university mentor, and the Secondary Mathematics Education Program for the benefit of the student teacher.
6. Be committed to spending time with the student teacher in planning and evaluation.
7. Be reflective of teaching practices and strive for self-improvement.
8. Be able to communicate knowledge of teaching and learning to others.
9. Demonstrate a positive and enthusiastic attitude toward teaching and working with student teachers.

Roles and Responsibilities

1. Attend Student Teacher/Mentor Teacher Orientation Meeting, which is scheduled at the beginning of the student teaching semester.
2. Acquaint the student teacher with the school, staff, students, teachers, and community.
3. Create an atmosphere of acceptance of the student teacher on the part of the students, parents, faculty, and school community.
4. Refer to the student teacher as a professional (Mr., Mrs., Ms. with last name) when students are present.
5. Orient the student teacher to the school policies, regulations and practices, as well as classroom rules, organization and management.
6. Review the *Student Teacher Handbook*.
7. Provide the student teacher with a desk or work place, necessary instructional materials, resources, supplies, and equipment.
8. Guide the student teacher's lesson planning and material development.
9. Explain goals and objectives in relation to curriculum scope and sequence.
10. Provide the student teacher with positive learning experiences.
11. Model record keeping of formative and summative assessment of student learning through appropriate diagnostic testing and grading.
12. Provide continuous support, conferences, and feedback opportunities to the student teacher.
13. Create positive communication and give meaningful feedback (both positive and constructive).
14. Afford the student teacher with opportunities for observation and participation in experiences beyond the immediate classroom.
15. Model professional growth.

University Mentors

University Mentors work together with student teachers and mentor teachers to form a valuable support system to assure a successful student teaching experience. Mentors are Department of Mathematics faculty members, adjunct faculty, or mathematics education specialists who are mathematics educators with expertise in secondary mathematics teaching and learning.

Roles and Responsibilities

Mentoring/supervising student teachers involves a variety of strategies and assessments. Throughout the required 80 days, mentors make weekly contact with the student teacher. Classroom observations are required at least every two weeks followed by post conferences to evaluate the student teacher's progress in all areas, not just instructional and classroom management strategies. Mentoring includes the important element of "coaching." A variety of assessment instruments are used during the semester: informal and formal observations; midterm and final conferences involving the university mentor, mentor teacher(s), and student teacher; portfolio assessment; Teacher Preparation Program Professional Criteria (see page 5); and a record card which documents professional activities. The mentoring of student teachers is a supportive, informative, and nurturing process.

1. Initial Visit to the Classroom

This visit is scheduled at the beginning of the semester and is the first opportunity for the mentor to visit the classroom. The mentor will meet with the mentor teacher and student teacher. Many times this is the mentor's first extended conversation with his/her student teacher and mentor teacher(s). It is at this time that the university mentor will need to go over expectations of the mentor teacher(s) and student teacher, obtain a schedule of the school day, fill out any necessary forms, and begin mapping out the *Phase-In Schedule*.

2. Regular Contact with Student Teacher

Student teachers are required to submit topic reflections to their university mentor and include them in their portfolios. The main purpose of these reflections is for the university mentor and student teacher to establish a two-way communication. The student teacher can reflect on the week's events, ask individual questions, and update the mentor on upcoming events (e.g., assemblies, tests). The topics for reflections are listed under "Portfolio Components" of this handbook.

3. Mid-term and Final Evaluation – Conferences

The university mentor will schedule a mid-term and a final evaluation conference with the mentor teacher(s) and student teacher to discuss the progress and evaluation of the student teacher's performance based on the Mid-term and Final Evaluation of the Student Teacher Performance Instruments.

4. Classroom Observations and Post Conferences

Mentors are required to schedule observations and post conferences at least every two weeks. The observation will be the length of the class period observed. Generally the mentor schedules the post conference during the period after the observation. However when the student teacher has full responsibility the mentor may have to do a return visit to post conference. It is important to post conference with the student teacher as soon as possible.

SECONDARY MATHEMATICS EDUCATION PROGRAM
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Student Teaching Record Card

Student Teacher Name	**SID**	**Start Date** **Jan. 5, 2015**	**End Date** **May 14, 2015**
Email Address	**Semester** **Spring 2015**	**Course** **MATH 494C**	**Units** **15**
Placement **School District:** **School:** **Address:** **Telephone:**	**Specialization** **SECONDARY MATHEMATICS** **Mentor Teacher:** **University Mentor:**		

80 days required – ST initials for each day present

Week		**MON**	**TUES**	**WED**	**THURS**	**FRI**	**Total # Days Attendance-Cumulative**	**MT Initials**
1	**Jan**	5 **Day 1**	6	7	8	9		
2		12	13	14	15	16		
3		19 MLK	20	21	22	23		
4		26	27	28	29	30		
5	**Feb**	2	3	4	5	6		
6		9	10	11	12	13		
7		16	17	18	19	20		
8		23	24	25	Rodeo	Rodeo		
9	**Mar**	2	3	4	5	6		
10		9	10	11	12	13		
11		16	17	18	19	20		
12		23	24	25	26	27		
13		30	31	Apr 1	2	3		
14	**Apr**	6	7	8	9	10		
15		13	14	15	16	17		
16		20	21	22	23	24		
17		27	28	29	30	May 1		
18	**May**	4	5	6	7	8		
19		11	12	13	14 **Last Day**	15		

UA Mentor Observations & Post Teaching Conferences			ST/MT/UA Mentor Three-Way Conferences		
Date	**Supervisor Initials**			**Date**	**UA Mentor Initials**
			Initial Visit		
			Mid-Term Evaluation Conference		
			Final Evaluation Conference		

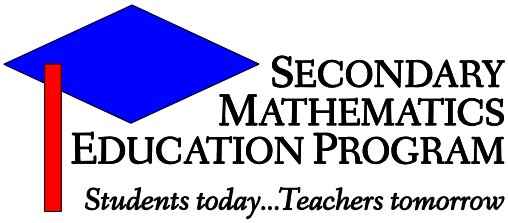
Date	Time	Location	Event	UA Mentor
Fall 2014	2:00-3:15	406B Class	Student Teacher Orientation	
January 7, 2015	5:00-7:00	UA Campus	Student Teacher & Mentor Teacher Orientation	
January 31, 2015	8:00-2:00	THS	Annual MEAD Conference Center for Recruitment & Retention (CRR)	
February 11	3:30-5:30		ST Seminar 1	
March 4	3:30-5:30		ST Seminar 2	
March 25	3:30-5:30		ST Seminar 3	
April 15	3:30-5:30		ST Seminar 4	
May 6	3:30-5:30		ST Seminar 5	

Signatures certify the information on this card true and accurate to the best of your abilities.

Student Teacher		Date
Mentor Teacher		Date
University Mentor		Date

For Office Use Only	***Final Grade:***	***S***	***P***	***E***	***I***	***W***

Semester Phase-In Schedule



Department of Mathematics

College of Science

Phase-In Schedule Overview

The *Phase-In Schedule* is a suggested sequence for the student teacher's assumption of responsibility. It is a norm from which the mentor teacher(s), student teacher, and university mentor will work when structuring a specific student teacher's semester involvement. It is essential that the mentor teacher(s) remains actively involved in the instructional program, closely monitoring the student teacher's progress. The university mentor will work with the team to ensure that the student teacher meets the minimum five-week requirement of full teaching responsibility. Student teachers are required to student teach at least 80 days. The proposed use of time is to be agreed upon by the mentor teacher, student teacher, and university mentor.

All student teachers are required to have a plan of action relating to the four phases below generated by the mentor teacher and student teacher and approved by the university mentor. As the semester progresses, adjustments may be made as needed.

Four Phases

Phase I – Orientation –1-2 Weeks
Student teachers are becoming familiar with all aspects of the classroom and school environment. They will observe classes, learn procedures, learn students' names, and be actively involved in the educational experience. In addition, they are required to observe at least two classrooms, other than assigned classrooms, during this period and write a reflection of their observations for the portfolio. They will also create their Classroom Management Plan.

Phase II – Assuming Partial Responsibility – 6 Weeks
Student teachers will be assuming partial responsibility of the mentor teachers' classes. Partial responsibility should include co-planning and co-teaching with the mentor teacher(s). It is recommended that the workload be cumulative, leading up to the gradual takeover of the responsibilities for four classes.

Phase III –Primary Responsibility – 5 Weeks
Student teachers have primary responsibility for planning, teaching, grading, classroom management, record keeping, and all other aspects of the instructional program for at least ***four classes***. The mentor teacher(s) should provide feedback and support with lesson planning, teaching and classroom management. Co-planning and co-teaching may occasionally occur in this phase if it is beneficial for the students and/or student teacher. 5 weeks should not include spring break or the week of state assessments.

Phase IV – Transfer of Responsibility – 2 Weeks
Student teachers gradually transfer classes back to the mentor teachers. Additionally, student teachers are required to observe at least two classrooms other than assigned classrooms. Both the student teacher and university mentor will meet to discuss what to look for in the observations, such as focusing on two things the student teacher needs to strengthen (e.g. class procedures, engagement of students, active participation). Reflections on these two observations will be written and put in the portfolio. These additional observations may be completed at a different school (with prior approval).

Phase-In Schedule Responsibilities

Phase I – Orientation 1-2 Weeks	
Student Teachers	**Mentor teachers**
▪ Become familiar with all aspects of the classroom and school environment. ▪ Observe instruction, class procedures, and classroom management. ▪ Observe at least two classrooms other than assigned classrooms. ▪ Become acquainted with and learn names of students; become aware of friendships and sub-groups; become acquainted with unique needs of students. ▪ Participate in classroom routines, e.g., take attendance, review homework, bell work… ▪ Tutor individual students as assigned by the mentor teacher(s). ▪ Participate in school-related activities.	▪ Maintain responsibility for planning and conducting class but involve the student teachers in instructional planning both short and long term. ▪ Involve student teachers in observation, routine procedures, preparation of materials, and interaction with students. ▪ Develop on-going communication with student teachers. ▪ Model lessons with emphasis on student engagement.
Phase II – Assuming Partial Responsibility 6-7 Weeks	
Student Teachers	**Mentor teachers**
▪ Assume partial responsibility for instruction; add one class every two weeks as teaching proficiency increases. ▪ Plan lessons using the lesson outline in this Handbook along with mentor teacher(s)' plans. ▪ Develop and carry out a classroom management and procedural plan. ▪ Develop and use a signal to get the students' attention. ▪ Participate in school-related activities.	▪ Plan cooperatively with the student teacher to execute instruction, starting with small tasks. ▪ Continually assess the student teacher's level of competence in instruction and classroom management so that the student teacher can gain confidence before assuming additional responsibilities. ▪ Continue modeling lessons.

Phase III –Primary Responsibility of 4 Classes Allow 5-7 weeks in schedule (state assessments & spring break) 5 Weeks	
Student Teachers	**Mentor teachers**
▪ Assume primary responsibility of at least four classes for planning, classroom management, and instructional program. ▪ Assume primary responsibility for developing the instruments of evaluation. ▪ Recommend grades to mentor teacher(s). ▪ Participate in school-related activities.	▪ Examine, critique, and provide necessary approval of student teachers' plans for instruction and evaluation. ▪ Observe and assess student teachers' lessons and provide appropriate oral and written evaluation. ▪ Contribute to the class instruction in ways that are complementary to the general class presentation under the direction of the student teacher. ▪ Co-planning and co-teaching may occur if it is beneficial for the student teacher. Keep in mind that the students can benefit greatly from two teachers.
Phase IV – Transfer of Responsibility (Phase-Out) 2 Weeks	
Student Teachers	**Mentor teachers**
▪ Phase out of total responsibility by gradually turning class periods back to the mentor teacher (one class every 3 days or so in the 2-week period). ▪ Complete record keeping evaluation for portion of curriculum taught. ▪ Visit at least two classrooms other than assigned classrooms. These classrooms may be in the same content area or outside the subject area. ▪ Participate in school-related school activities.	▪ Create a phase-out plan for which you both agree. We recommend transferring classes back in the order in which the student teacher assumed primary responsibility, but this is negotiable. ▪ The lesson planning becomes more of a team effort for about a week, then the mentor teacher resumes full instructional responsibility. ▪ Resume major instructional responsibility. ▪ Model teaching strategies student teachers may not have seen or tried. ▪ Discuss with student teachers the transition from being a student teacher to becoming a first year teacher.

Student Teaching Semester at a Glance – 80 Days Required

2015 Spring Breaks

March 9-20	Vail USD
March 16-20	TUSD, Amphitheater USD, Marana USD, Sahuarita USD, SUSD
March 30 – April 3	CFSD, FWSD
April 6 – 10	TVUSD

Week		MON	TUES	WED	THURS	FRI
1	**JANUARY**	5 **Day 1**	6	7 ST/MT Orientation	8	9
2		12	13	14	15	16
3		19 MLK	20	21	22	23
4		26	27	28	29	30
5	**FEBRUARY**	2	3	4	5	6
6		9	10	11 ST Seminar	12	13
7		16	17	18	19	20
8		23	24	25	26 Rodeo	27 Rodeo
9	**MAR**	2	3	4 ST Seminar	5	6
10		9	10	11	12	13
11		16	17	18	19	20
12		23	24	25 ST Seminar	26	27
13		30	31	Apr 1	2	3
14	**APRIL**	6	7	8	9	10
15		13	14	15 ST Seminar	16	17
16		20	21	22	23	24
17		27	28	29	30	May 1
18	**MAY**	4	5	6 ST Seminar	7	8
19		11	12	13	14 **Last Day**	15

Semester Phase-In Plan

(To be filled out by the mentor teacher and student teacher prior to initial conference.)

Name _____ Date _____

School _____ Semester _____Year _____

Phase I – Orientation – 1-2 Weeks

Beginning Date: _____ Ending Date: _____

The student teachers are becoming familiar with all aspects of the classroom and school environment. They will observe classes, learn procedures, learn students' names, and be actively involved in the educational experience.

Phase II – Assuming Partial Responsibility – 6 Weeks

Beginning Date: _____ Ending Date: _____

Student teachers will be assuming partial responsibility of the mentor teachers' classes. Partial responsibility should include co-planning and co-teaching with the mentor teacher(s). It is recommended that the workload be cumulative, leading up to the gradual takeover of the responsibilities for four classes.

Phase III – Primary Responsibility – 4 Classes – 5 Weeks

Allow 7 weeks in schedule due to testing, fall or spring breaks

Beginning Date: _____ Ending Date: _____

Student teachers have primary responsibility for planning, instruction, classroom management, and grading for at least four classes.

Phase IV – Transfer of Responsibility - 2 Weeks

Beginning Date: _____ Ending Date: _____

Student teachers gradually transfer classes back to the mentor teachers.

Last Day of Student Teaching:

Signatures:

Student Teacher: _____ University Mentor _____

Mentor Teacher(s):_____

Semester Phase-In Plan – Detailed by Week

(To be filled out by the mentor teacher and student teacher and approved by university mentor)
Remember to incorporate holidays (days off from school) and testing days. Please adapt the form below to fit your semester plan.

Student Teacher _____ Mentor Teacher_____

Weeks	Dates	Phase	Detailed Responsibilities
1		I	
2		I-II	
3		II	
4		II	
5		II	
6		II	
7		II	
8		II	
9		II-III	
10		II-III	
11		III	
12		III	
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14		III	
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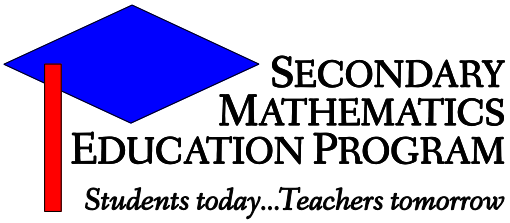
16		IV	
17		IV	

Student Teaching Portfolio & Lesson Planning



Department of Mathematics

College of Science

Portfolio Overview

- Student teachers are to create a professional portfolio of their student teaching semester as culminating documentation of their developed professionalism in teaching.

- The portfolio is a required component of student teaching; both an E-Portfolio is required and a hard copy of a binder with documentation.

- Student teachers are required to have their developing portfolio ready for their mentor each time the mentor visits their classrooms.

- It is imperative that the student teacher complete all work on time for each given time period and keep the portfolio updated throughout the semester.

- The university mentor will provide input and guidance on aspects of the student teacher's portfolio during the weeks indicated in the following pages.

- As a suggestion, for your final portfolio, you may want to include specific projects, examples of student work, photographs of your classroom, and other things for showcasing your teaching.

- The completed portfolio becomes a tool for you to have during interviews when you are seeking employment as a mathematics teacher.

- One of the student teacher's lessons in his/her portfolio must be **videotaped.** It is imperative at the onset of the semester that the student teacher discusses with the mentor teacher(s) the school's policy regarding videotaping in the classroom as there may be paperwork that needs to be completed prior to the day of videotaping. As time gets closer to videotaping your teaching, you will need to schedule the videotaping with the videographer in the Secondary Mathematics Education Program.

Portfolio & Semester Progression - Overview

I. **Professional Documentation**
II. **Classroom Management Plan**
III. **Lesson Plans and Reflections** - lessons observed by the university mentor
Emphasis in the lessons should include questioning, hands-on activities, technology, problem solving, student discussion/engagement/solution sharing, and informal assessment.
IV. **Formal Assessment**
V. **Topic Reflections**

Progress on the portfolio will be checked by the university mentor during each school visitation.

Dates	Due Date	Portfolio Component
Begin in MATH 406B Throughout Semester		**I. Professional Documentation**
Phase I Orientation Weeks 1-(2)		**II. Classroom Management Plan**
		V. Topic Reflection A, Part I: Pre-Student Teaching Classroom Management Observations
Phase II Partial Responsibility Weeks (2)- 3-4		**III. Lesson #1 Reflection**
Phase II Partial Responsibility Weeks 5-6		**III. Lesson #2 Reflection**
Phase II Partial Responsibility Weeks 7-8		**IV. Formal Assessment**
Phase III Primary Responsibility Weeks 9 – 10		**III. Lesson #3 Reflection**
Phase III Primary Responsibility Weeks 11 - 12		**III. Lesson #4** (this lesson may be videotaped) **Reflection**
Phase III Primary Responsibility Weeks 13-14-15		**III. Lesson # 5** (this lesson may be videotaped) **Reflection**
Phase IV Transfer of Responsibility Weeks 16-17		**V. Topic Reflection A, Part II: Post-Student Teaching Classroom Management Observations**
		V. Topic Reflection B: Your Experience in the Secondary Mathematics Education Program (over the past four years at the UA)
		V. Topic Reflection C: Your Student Teaching Experience (this semester)
		Turn in PORTFOLIO to university mentor

Portfolio Outline

I. Professional Documentation

- ☐ **Résumé**
  List of three references
  Name
  Title
  Institution
  Address
  Telephone number
  Email address
- ☐ **Professional Development**
  Include any documentation that shows growth as an educator. Documentation may be certificates obtained from attending conferences or a list of activities (with dates) such as workshops, in-services, professional development meetings, etc.
- ☐ **Transcript** (official or unofficial copy)
- ☐ **Arizona Educator Proficiency Assessment (AEPA)/National Evaluation Series (NES)** - documentation of passing scores

II. Classroom Management Plan

- ☐ Philosophy of Classroom Management (2 – 3 paragraphs addressing the following questions)
  - How should a classroom be managed?
  - How are routines and procedures a part of classroom management?
  - How should your management plan be communicated to students?
  - How should your management plan be implemented in the classroom?

- ☐ Classroom Procedures (Describe the student expectations for the classroom procedures and routines. Consider those listed below.)
  - Start of class
  - Signal for getting students' attention
  - Class discussions, student participation, question asking
  - Tardies, collecting homework, passing out papers, pencil sharpening, use of books, calculators, etc.
  - End of class

- ☐ Classroom Rules (List the specific behavior expectations for the classroom. Consider those listed below.)
  - Being prepared (materials, homework, etc)
  - Time Expectations
  - Respect Expectations
  - Honor each other's learning time

- ☐ Action Plan (List both positive and negative consequences for student behavior that is tied to Classroom Rules.)

III. Observed Lessons and Reflections

Lessons observed by your university mentor will be followed by a post-teaching conference between the student teacher and university mentor. The mentor teacher should be a part of the post-teaching conference when schedule allows. Formal written feedback should be sent to both the student teacher and mentor teacher following the post-teaching conference. The student teacher will also write a reflection on the observed lesson, following the post-teaching conference.

Observed Lessons

The lessons observed by your university mentor should incorporate and underscore some or all of the following in each lesson:

- Questioning - should be meaningful and well-thought out;
- Hands-on – student learning should include concrete models; graphical models, creativity;
- Technology – utility of computer software (Geometer Sketchpad, Geogebra, Google Sketch-Up, Excel, etc.), graphing calculators, virtual manipulatives (e.g. NCTM Illuminations), motion detectors, interactive white boards, etc.;
- Problem Solving/Guided Inquiry – include task-based/problem-based motivating activities that engage all students;
- Student Engagement – focus on effective teaching strategies that engage ***all*** of the students the majority of the time.

In essence, the student teachers should be able to create lesson plans that incorporate multiple effective instructional strategies as they progress in the semester.

Lesson #1

- ☐ Lesson Plan
- ☐ Math topic _____
- ☐ Reflection on teaching lesson #1 should include:
  - Brief summary of the lesson objective.
  - Discuss specific examples of what went well in the lesson.
  - Discuss specific examples of things that did not go well.
  - Discuss how the lesson could be modified for improvement.
  - Informal assessment: What did the students learn? How do you know what they learned?
  - Discuss your students' level of engagement (active v. passive) with the mathematics.

Lesson #2

- ☐ Lesson Plan
- ☐ Math topic _____
- ☐ Reflection on teaching lesson #2 should include:
  - Brief summary of the lesson objective.
  - Discuss specific examples of what went well in the lesson.
  - Discuss specific examples of things that did not go well.
  - Discuss how the lesson could be modified for improvement.
  - Informal assessment: What did the students learn? How do you know what they learned?
  - Discuss your students' level of engagement (active v. passive) with the mathematics.

Lesson #3

- ☐ Lesson Plan
- ☐ Math topic _____
- ☐ Reflection on teaching lesson #3 should include:
  - Brief summary of the lesson objective.
  - Discuss specific examples of what went well in the lesson.
  - Discuss specific examples of things that did not go well.
  - Discuss how the lesson could be modified for improvement.
  - Informal assessment: What did the students learn? How do you know what they learned?
  - Discuss your students' level of engagement (active v. passive) with the mathematics.

Lesson #4:

- ☐ Lesson Plan (may be videotaped)
- ☐ Math topic _____
- ☐ Reflection on teaching lesson #4 should include:
  - Brief summary of the lesson objective.
  - Discuss specific examples of what went well in the lesson.
  - Discuss specific examples of things that did not go well.
  - Discuss how the lesson could be modified for improvement.
  - Informal assessment: What did the students learn? How do you know what they learned?
  - Discuss your students' level of engagement (active v. passive) with the mathematics.

Lesson # 5

- ☐ Lesson Plan (may be videotaped)
- ☐ Math topic _____
- ☐ Reflection on teaching lesson #5
  - Brief summary of the lesson objective.
  - What did you learn about yourself as a teacher?
  - Discuss specific examples of what went well in the lesson.
  - Discuss specific examples of things that did not go well.
  - If you could teach this lesson again, what would you change?
  - Discuss anything that happened that caused you to modify your lesson or change course during instruction.
  - Discuss your students' level of engagement (active v. passive) with the mathematics.
  - Discuss the pacing of the lesson.
  - Informal assessment: What did the students learn? How do you know what they learned?
  - What did you notice on the video that you were not aware of while you were teaching?

IV. Formal Assessment

☐ Formal Assessment (Exam on a unit or chapter)

- Formal assessment should be created and administered by the student teacher.
- Formal assessment cannot be an exam from the textbook.
- Include a copy of the exam.
- Include a copy of the scoring rubric.
- Include the class distribution of grades (a graph) and the mean and range.

☐ Reflection of the formal assessment should include:

- An analysis of how the test items related to the objectives of the unit or chapter.
- An analysis of the students' achievement (whether the results are typical for this particular class or not; you will need to discuss this with your mentor teacher).
- A unique feature from the student outcomes, such as a description of a breakdown of scores by gender, special education, or a specific case of one particular student that showed a great increase (or decrease) in grade, etc.
- Discuss what your expectations were for the student outcomes.
- Discuss what you learned about assessment by creating, administering, and grading the exam, and by giving feedback and analyzing the outcome.

V. Topic Reflections

These reflections are separate from the specific lesson reflections. They should be 1-2 pages in length. Your university mentor will give you specific due dates for each reflection. Label each reflection by its title.

Topic Reflection A: Classroom Management

☐ **Part I: Pre-Student Teaching Classroom Management Observations**

During **Phase I**, the student teacher is required to observe in at least two other classrooms. The mentor teacher should advise as to which classroom the student teacher should visit. While doing these observations, the student teacher is to focus on:

- How the teachers manage students, space, time, and materials so that instruction and student learning can take place.
- How the teachers address students.
- How the teachers get the students' attention.
- How the teachers get the students to focus on the mathematics tasks.
- What kinds of questions the teachers ask.
- How the teachers facilitate discussion around mathematics.
- The discipline plan including rules, consequences, and rewards.
- What strategies do you plan on using during your student teaching?

☐ **Part II: Post-Student Teaching Classroom Management Observations**

During **Phase IV**, the student teacher is required to observe in other classrooms at other schools. This can be arranged through peer student teachers or with the help of the mentor teacher or university mentor. While doing these observations, the student teacher is to focus on:

- How teachers manage students, space, time, and materials so that instruction and student learning can take place.
- How the teachers address students.
- How the teachers get the students' attention.
- How the teachers get the students to focus on the mathematics task.
- What kinds of questions the teachers ask.
- How the teachers facilitate discussion around mathematics
- Based on your student teaching experience, discuss how instructional management is related to student management.
- How have your views on classroom management changed as a result of your student teaching experience?

Topic Reflection B: Your Student Teaching Experience (this semester)

- Describe what you learned about your teaching/leadership style, ability to manage the classroom, organize classroom routines, and student behavior during your student teaching internship.
- What did you discover to be your greatest strength(s) as a teacher? Be sure to provide specific examples.
- What did you discover about yourself as a teacher that still needs refinement? Be sure to provide specific examples.

In what ways did the mentor teacher and university mentor support your growth as a mathematics teacher?

Topic Reflection C: Your Experience in SMEP (over the course of the past 4 years at UA)

- What are the areas of strength of the Secondary Mathematics Education Program that helped prepare you in your career as a future mathematics teacher?
- What are some areas of refinement for the Secondary Mathematics Education Program?
- Are there particular aspects of the teacher preparation program that you think should be changed or modified? If so, what are they and why?

Lesson Design Overview

There are two major types of lessons that the student teachers are to use throughout their student teaching semester: (1) Direct Instruction; and (2) Guided Inquiry/Problem Solving. Generally, the approach is different to each, but both can be complimentary when emphasizing conceptual understanding of mathematics, procedural fluency, and problem solving in and application of mathematics.

I. Direct Instruction Lesson

In general, direct instruction is focused on mastery of skills and procedures, with less emphasis on the development of conceptual understanding and the nurturing of inquiring attitudes. This type of lesson is teacher-centered and typically has the teacher showing examples of how to solve specific problems, and the student "mimics" a similar procedure on practice problems. Much of the assessment of the learner in this approach is focused on the importance of developing procedures to find solution.

II. Guided Inquiry / Problem Solving Lesson

In contrast, the guided inquiry/ problem solving approach is focused on learning content as a means to develop metacognitive awareness and critical thinking skills. The inquiry lesson is more student-centered than a direct instruction lesson. Students are more involved in the construction of their understanding of the content through active involvement on tasks, problems, activities, and projects. Assessment is focused on content understanding in addition to determining the progress of skills development.

Lesson Design – Planning for Instruction

The lesson design "template" on the following page was created with the intention of incorporating the best of both the direct instruction approach with guided inquiry components. When designing a lesson, be mindful to focus on student engagement with the mathematics.

Key points to keep in mind…
Advice from an experienced teacher…

When planning for instruction, remember to:
Plan to fill every minute.
Prepare for every minute.
Make your expectations clear: expect everyone's attention.
Involve all students, expect participation.
Prepare interactive activities.
Use formative assessment to ensure that students understand.
Use procedures and routines that are established.
Provide structure.
Use proper terminology.
Be prepared.

MATHEMATICS LESSON DESIGN OUTLINE

Name: Class/Period(s):
Topic: Date:

Objective(s)

- AZCCRS Content

- AZCCRS Practice(s)

Motivation - Why important to students (Be sure to share this with the students)

Materials (include copies of slides/handouts)

Mathematical Terms: Introduction or Reinforcement

Bell Work/Warm Up– (if applicable) - (estimate time required)

A. **Introduction - Anticipatory Set** (estimate time required)– Activate prior knowledge

B. **Content Task(s)/Problem(s)** (estimate time required)
   - Tasks/problems with solutions.
   - Note student groupings: individual, pairs, small groups, whole class
   - Note teaching strategies to use.
   - Note visual input: graphs, charts, graphic organizers, diagrams, tables, etc.
   - Include questions to ask to deepen and further student understanding.
   - How will you ensure that ALL students are engaged?
   - What formative assessment will be used?

C. **Sharing of Solution(s)** (estimate time required)
   - Describe how students will present/share solutions.

D. **Closure** (estimate time required)
   - How will students summarize their learning?
   - Tie the day's activity back to the standards addressed.
   - Where are we in the scheme of the big picture?

Assignment – HW: If class time is allowed to begin the assignment, be purposeful: Have the students address specific problems before leaving & share solutions & thinking with partners.

MATHEMATICS LESSON DESIGN

Lesson Topic
Objective(s) –AZCCRS
Class/ Period(s)
Materials (including slides, handouts, tools, etc.)
Assignment – HW
Date
Name

Bell Work/ Warm Up
(list specific tasks or problems)

Time (minutes)

Title
Objective(s)
Motivation/ Purpose – Why important to students

Introduction- Anticipatory Set

Teacher Action – task, problem, example, modeling, etc.

Student Action (active participation) and/or sharing solutions

Formative assessment

Time (minutes)

Teacher Action – task, problem, example, modeling, etc.

Student Action (active participation) and/or sharing solutions

Formative assessment
Time (minutes)
*Format of slide may be repeated as necessary.

Closure
(list specific task or problem)

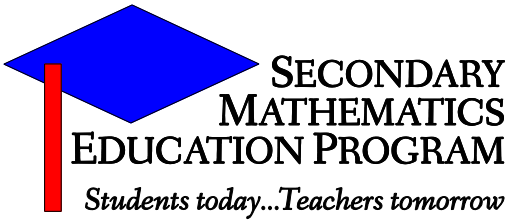
Time (minutes)

Assignment - HW

Weekly Overview Planner

Class Period	Monday	Tuesday	Wednesday	Thursday	Friday

Assessment of Student Teacher Performance



Department of Mathematics

College of Science

Assessment Overview

The student teacher who successfully completes student teaching requirements will receive the grade of S (Superior) or P (Pass) indicating he/she has received units of credit for MATH 494C. The student who, in the judgment of the mentor teacher and university mentor, has failed to progress sufficiently during the student teaching experience will receive the grade of "E." A grade of S or P is not included in the computation of the student teacher's overall university grade point average (GPA); however, a grade of E is included in the GPA calculation with a weight of 15 units. The final grade will be based on, but not limited to, the quality of the student's work as assessed through classroom observations, the midterm and final reports, the portfolio, and attendance at required seminars.

The completed *Midterm and Final Evaluation Reports*, *Record of Student Teaching* cards, and *Student Teaching Semester Grade* forms must be received in the Office of the Secondary Mathematics Education Program before a grade will be posted for a student teacher.

The final grade will be calculated on the following percentages.

Requirement	**% of Final Grade**
Classroom Requirements	25 %
Midterm Progress Evaluation	15 %
Final Evaluation	30 %
Portfolio	20 %
Seminars	10 %

Final Course Grades	
S	93% - 100%
P	60% - 92%
E	Below 60%
I	Incomplete

1. STUDENT TEACHING RESPONSIBILITIES

The criteria used to assess the student teaching responsibilities are:

- Completion of **Record of Student Teaching Card**
- Attendance
- Communication with the mentor teacher and university mentor
- Preparation of lessons and readiness of materials
- Flow of administrative tasks such as taking attendance, completion of student reports, posting of grades, preparation for substitute, etc.
- Creating a safe, comfortable environment
- Involvement in school activities
- Thoroughness, depth, insightfulness, and timeliness of weekly reflections

2. MID-TERM AND FINAL EVALUATIONS BASED ON THE INTASC PROFESSIONAL TEACHING STANDARDS (2011)

The Interstate Teacher Assessment and Support Consortium (InTASC) Professional Teaching Standards will be used to evaluate the progress of the student teacher. The instrument is intended to measure the sophistication level of each criteria for the 10 Standards. The student teacher, mentor teacher(s), and university mentor will meet to discuss the Midterm Progress Evaluation Report and Final Evaluation Report. See the InTASC Evaluation Instrument (See Forms).

3. PORTFOLIO

A portfolio documenting all aspects of the semester is required for the successful completion of student teaching. Student teachers follow the *Student Teacher Portfolio Criteria and Deadlines* document when completing the portfolio. During each visit to the classroom, the student teacher's university mentor will check the portfolio for progress, completeness, and quality of work.

4. SEMINARS

Student teachers are required to attend seminars during their student teaching semester. If a student teacher cannot be at one of the required seminars, s/he must notify the university mentor as soon as possible in advance of the seminar. Absences are allowed only at the discretion of the university mentor with any makeup work to be determined by the university mentor and director of the program.

REFLECTIVE PRACTICE AS A CONTINUOUS PROCESS

Feedback and support from the university mentor and mentor teacher(s) are essential to the student teacher's growth. Suggestions, ideas, and strategies will help student teachers continue to grow throughout their experience. Conferencing is an essential component of this evaluation process.

- The time and location of conferences should be planned in advance. The setting should be informal and in a location where few interruptions are likely to occur.
- The conferences should be characterized by a free exchange of ideas seeking answers to pedagogical or curricular concerns. Alternative solutions should be analyzed with both the student teacher and mentor teacher(s) offering ideas.
- The conferences should contribute to the student teacher becoming increasingly self-directive, self-evaluative, and reflective.
- Conferences should provide an opportunity for the student teacher to analyze the lesson. Analysis of the student teacher's performance or personal qualities should achieve an appropriate balance between strengths and areas for refinements.

There are three different levels of conferencing that are all equally important to the student teacher's experience: daily, weekly, and formal.

1. DAILY CONFERENCES

The mentor teacher and student teacher should set aside a time each day to talk about the day's events. These daily conferences are of comparatively short duration and give attention to matters of immediate consequence, such as adjustment of plans, coordinating work schedules, and identifying and solving daily problems. The timing of such conferences may vary from day to day. Mentor teacher(s) should share instructional materials, bulletin board ideas, curriculum guides, diagnostic and assessment instruments, and effective instructional strategies as part of the mentoring process.

2. WEEKLY CONFERENCES

The mentor teacher and student teacher should set aside a time each week to discuss the week's events as well as other topics as they arise. For example, these conferences may be used for long-term planning, cooperative evaluation of the student teacher's performance and growth, analysis of the classroom teacher's instructional and classroom management procedures, and development of in-depth understanding of pupil behavior and community relations.

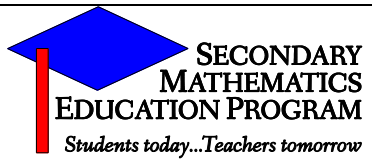
3. FORMAL CONFERENCES

The initial on-site visit usually takes place the first or second week the student teacher is in the classroom. This conference includes the university mentor, mentor teacher(s), and student teacher. The *Phase-In Schedule* should be completed and signed by the student teacher, mentor teacher, and university mentor during this conference.

- **Midterm and Final Evaluation Conferences**
  The *Secondary Mathematics Education Program* has official forms to be used for the midterm and final conferences. These conferences must include the university mentor, mentor teacher(s), and student teacher. The *Midterm and Final Evaluation Forms* are based on the *Arizona Professional Teaching Standards*.

  - **Midterm Evaluation**: The university mentor, mentor teacher, and student teacher each complete the Midterm Progress Report independently of each other and in advance prior to the conference meeting. During the conference, the ratings are discussed and justified with evidence by the individuals. Deliberation should occur to negotiate a common rating for each item on the Midterm Progress Report form. One common report is the outcome of the conference. Signatures from all three individuals are required on the common report. In the fall semester, the midterm conference takes place in early October, and in the spring semester, in early March.

  - **Final Evaluation:** The Final Report is completed by the mentor teacher in collaboration with the university mentor prior to the final evaluation conference. *The student teacher does not participate in completing the evaluation form*. During the conference, each item is discussed and justified with evidence. The Midterm Report is used as a reference for comparison and documentation of growth in the teaching. Signatures from all three individuals are required on the Final Evaluation Report. In the fall semester, the final conference takes place in early December, and in the spring, in early May.



Department of Mathematics - The University of Arizona
EVALUATION OF STUDENT TEACHER PERFORMANCE
MID-TERM AND FINAL

Name:

Semester of Student Teaching: **School**:

Classes Taught: **Mentor Teacher(s):**

This evaluation instrument is in alignment with the AZ Department of Education, Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards (2011).

Rubric for assessing the quality of evidence for each expectation:

4	**Excellent Performance**
3	**Good/Satisfactory Performance**
2	**Below Satisfactory Performance**
1	**Unacceptable Performance**

Student teachers are to be evaluated relative to where they should be at the end of the semester.

I. CONTENT KNOWLEDGE **<u>InTASC Standard #4: Content Knowledge</u>** **The teacher understands the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.**	**Mid-Term**	**Final**
a. Uses clear and accurate oral language to communicate the mathematics with learners.		
b. Uses clear and accurate written language to communicate the mathematics with learners.		
c. Demonstrates the mathematics knowledge to develop student knowledge and understanding of mathematics.		
d. Demonstrates pedagogical knowledge to develop student knowledge and understanding of mathematics.		

Mid-term Mean Score = **Strengths:** **Refinements:**	**Final Mean Score =** **Strengths:** **Refinements:**

II. KNOWLEDGE OF STUDENT LEARNING **<u>InTASC Standard #1: Learner Development</u>** **The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.** **<u>InTASC Standard #2: Learning Differences</u>** **The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.**	**Mid-Term**	**Final**
a. Makes appropriate provisions (e.g., variations in time, task demands, communication, assessment, response modes) for individual students who have particular learning differences or needs.		
b. Creates learning environments in which individual differences are respected and valued.		
c. Connects instruction to each student's prior knowledge and experiences.		
d. Understands students' exceptional learning needs (both disabilities and giftedness) and knows how to use strategies and resources to serve these needs.		
e. Understands that students bring assets for learning based on their individual experiences, abilities, talents, and prior learning, and peer and social group interactions, language, culture, family, and community values.		
f. Makes students feel valued and helps them learn to value each other.		

Mid-term Mean Score = **Strengths:** **Refinements:**	**Final Mean Score =** **Strengths:** **Refinements:**

III. PLANNING FOR INSTRUCTION **<u>InTASC Standard #7: Planning for Instruction</u>** **The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**	**Mid-Term**	**Final**
a. Guides planning using Arizona's and district's academic standards/performance objectives.		
b. Connects lesson content to real life situations or past experiences appropriate at the level of the students being taught.		
c. Develops effective tasks for procedural and conceptual knowledge.		
d. Incorporates diverse strategies, instructional aides, resources and technology.		
e. Specifies strategies for assessing student understanding in lesson plans.		

f. Provides opportunities for higher level thinking (i.e. questioning, tasks, etc.).		
g. Provides modifications in lesson plans based on individual student needs (if necessary).		

Mid-term Mean Score = **Strengths:** **Refinements:**	**Final Mean Score =** **Strengths:** **Refinements:**

IV. IMPLEMENTS INSTRUCTION **InTASC <u>Standard #5: Application of Content</u>** **The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.** **<u>InTASC Standard #8: Instructional Strategies</u>** **The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**	**Mid-Term**	**Final**
a. Uses instructional aides, resources, technology, etc. to enhance instruction.		
b. Uses a variety of effective teaching strategies to engage students actively in learning.		
c. Maximizes the amount of class time students are engaged in learning.		
d. Monitors individual, group, and class learning and adjusts instruction based on feedback from students.		
e. Uses effective questioning techniques to engage all learners.		
f. Adjusts instruction to meet diverse needs of learners.		

Mid-term Mean Score = **Strengths:** **Refinements:**	**Final Mean Score =** **Strengths:** **Refinements:**

V. LEARNING ENVIRONMENT **<u>InTASC Standard #3: Learning Environment</u>** **The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.**	**Mid-Term**	**Final**
a. Develops learning experiences that engage students in collaborative and self-directed learning and that extend their interaction with ideas and others.		
b. Communicates expectations of appropriate behavior.		
c. Displays effective classroom management (utilizes procedures & routines).		
d. Provides appropriate and immediate feedback to students regarding behavior.		

e. Provides a positive and motivating learning environment.		
f. Demonstrates respect and sensitivity for all students taking into account students' backgrounds.		

Mid-term Mean Score = **Strengths:** **Refinements:**	**Final Mean Score =** **Strengths:** **Refinements:**

VI. ASSESSMENT **<u>InTASC Standard #6: Assessment</u>** **The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**	**Mid-Term**	**Final**
a. Effectively promotes student self-assessment.		
b. Uses a variety of appropriate formal assessments aligned with instruction (e.g. unit tests, quizzes, homework).		
c. Uses a variety of appropriate informal assessments aligned with instruction (e.g. questions during lesson, observing students working).		
d. Maintains records of student work and performance, and uses them to guide instructional decisions.		
e. Provides students appropriate and timely feedback on progress on a regular basis.		

Mid-term Mean Score = **Strengths:** **Refinements:**	**Final Mean Score =** **Strengths:** **Refinements:**

VII. PROFESSIONALISM **<u>InTASC Standard #9: Professional Learning and Ethical Practice</u>** **The teacher engages in ongoing professional learning and uses evidence to continually evaluate own practice, particularly the effects of choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.** **<u>InTASC Standard #10: Leadership and Collaboration</u>** **The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.**	**Mid-Term**	**Final**
a. Exhibits enthusiasm for teaching and learning and displays a caring and positive attitude.		

b. Demonstrates respect for all students, parents, colleagues, administration.		
c. Maintains professional ethics.		
d. Collaborates with colleagues (e.g. teachers, staff, student teachers) to improve learning experiences for students.		
e. Demonstrates professional behavior (dress, oral & written language, demeanor, dependability & reliability).		
f. Responds positively to recommendations and additional responsibilities.		
g. Meets deadlines (e.g. reflections, portfolios, lesson plans, school-based).		
h. Pursues professional development as a learner and teacher.		

Mid-term Mean Score = **Strengths:** **Refinements:**	**Final Mean Score =** **Strengths:** **Refinements:**

Areas of Evaluation	**Mid-Term Mean Scores**	**Final Mean Scores**
I. Content Knowledge		
II. Knowledge of Student Learning		
III. Planning for Instruction		
IV. Implementation of Instruction		
V. Learning Environment		
VI. Assessment		
VII. Professionalism		
Total Sum	**/28**	**/28**

MID-TERM EVALUATION	**FINAL EVALUATION**
Date: **SIGNATURES** **Student Teacher:** **Mentor Teacher(s):** **University Mentor:**	**Date :** **SIGNATURES** **Student Teacher:** **Mentor Teacher(s):** **University Mentor:**

Rubric for Assessing Portfolio

Below is the rubric for assessing the required elements of the portfolio.
Use this rubric to assess each requirement.

	4 Excellent	3 Good/Satisfactory	2 Below Satisfactory	1/0 Unacceptable
CONTENTS	Portfolio contains all of the required material and exceeds expectations in thoroughness and quality.	Portfolio contains all of the required material with some high quality.	Portfolio contains most of the required material with medium to weak quality.	Portfolio contains partial required material with weak quality.
ORGANIZATION & COMPLETENESS	Portfolio is completely and neatly organized and exceeds expectations in orderliness. A reader can easily find things.	Portfolio is completely and neatly organized. A reader can easily find things.	Portfolio is somewhat complete and neatly organized. Somewhat difficult to read and find things.	Portfolio is not complete and not organized. Difficult to read and find things.
QUALITY OF WRITING	Work is polished, refined and consistently well-crafted.	Few errors in spelling, punctuation or grammar.	Many errors in spelling, punctuation or grammar.	Major errors in spelling, punctuation, and grammar are evident.
PERSONAL REFLECTION	All reflections include personal reactions that are descriptive and insightful and relate to the stated principle. Reflections demonstrate an in-depth understanding.	Most or all reflections include personal reactions that are descriptive and insightful and relate to the stated principle.	Some of the reflections include personal reactions that are descriptive and insightful and relate to the stated principle.	The reflections are not insightful and do not relate to the stated principle.
QUALITY OF LESSON PLANS	All lessons exceed expectations in all requirements, and are thorough, well thought-out, and include all required components.	Most or all lessons are thorough, well thought-out, and include all required components.	Some lessons are thorough, well thought-out, and include all required components.	Few lessons are thorough, well thought-out, and include required components.
OVERALL PORTFOLIO IMPACT	The portfolio demonstrates exceptionally well the student teacher's skills, abilities, and knowledge to potential employers.	The portfolio demonstrates well the student teacher's skills, abilities, and knowledge to potential employers.	The portfolio somewhat helps to demonstrate the student teacher's skills, abilities, and knowledge to potential employers.	The portfolio does little to demonstrate the student teacher's skills, abilities, and knowledge to potential employers.

Math 494C: Student Teaching Semester Grade

Student Teacher: **School:** **Semester:**

Requirements	*Points Worth*	*Points/% Earned*	*% worth of final grade (weighted)*	*Final % toward grade*
General Requirements	**45 (9 items)**	**____ / 45 = ____%**	**25%**	
Each item below will be evaluated with the 5-point scale shown below. 5 – Outstanding (thoughtful, creative, thorough, complete – if appropriate) 4 – Good, complete 3 – Adequate, minor pieces missing 2 – Below satisfactory, incomplete, major pieces missing 1 – Poor, lack of understanding of assignment, little effort 0 – No effort		**Score (1-5)**		
1. Attendance, promptness, Record Card updated daily/weekly.				
2. Acceptance of recommendations from MT & UM.				
3. Effective communication with MT & UM.				
4. Preparation of lessons, materials.				
5. Administrative tasks (records, procedures, etc.).				
6. Positive interactions, environment, management.				
7. Professional & appropriate dress.				
8. Involvement in school activities outside of classroom.				
9. Deep, insightful, timely assignments/reflections.				
Midterm Report	**28**	**/ 28 = ____%**	**15%**	
Final Report	**28**	**/ 28 = ____%**	**30%**	
Portfolio (Scored with Rubric)	**24**	**/ 24 = ____%**	**20 %**	
Orientations, MEAD, & Seminars (5 points each)	**40**	**/40 = ____%**	**10 %**	
Final Course Grade: **S 93-100%** **P 60-92%** **E 0-59%** **W Withdrawal** **I Incomplete**			**100% Possible**	**TOTAL Final Percentage & Grade**

University Mentor Signature: ***Date:***

Policy for Student Teacher Dismissal/Reassignment

In certain situations, a student teacher may need to be moved to a second teaching assignment or removed totally from student teaching. Difficulties, which the student teacher cannot overcome, might include: personality conflicts, conflicting expectations, excessive absences, inadequate performance, and insurmountable discipline problems.

It is imperative that the university mentor and mentor teacher(s) identify these difficulties early in the semester and notify the Director of the program as soon as possible. If a student teacher is having difficulties, the following should guide the process:

1. **Development of a plan for improvement**

   A detailed plan for improvement with specific measurable objectives is developed by the university mentor and the mentor teacher(s), which is signed by the university mentor, mentor teacher(s), and student teacher at a conference. The implementation of this plan will be monitored by the mentor teacher(s) and university mentor.

2. **Recommendation for Removal**

   If the plan for improvement does not result in the necessary changes by the student teacher, the mentor teacher(s) and the university mentor will recommend removal from the placement and document reasons for this recommendation. A conference will be held with the mentor and Director to determine whether an alternate placement is a possibility.

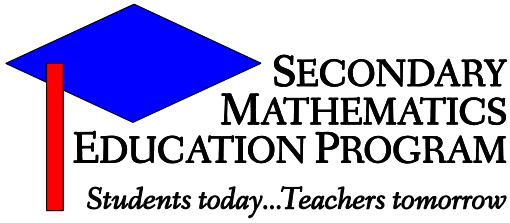
3. **Withdrawal or Reassignment**

   A conference is held with the student teacher, university mentor, and the Director to discuss the needs and responsibilities of the student teacher and to review all documentation. The student teacher's university mentor and Director will make a decision regarding withdrawal from student teaching or possible reassignment to a new placement. If the reason for removal is justified, and a second placement is an option, a written contract will be drawn up outlining the program expectations. In some cases, remediation may be required and the second placement will be delayed. If a second placement is approved, this placement will be the final placement for the student teacher.

4. **Removal**

   If a student teacher is asked to leave the placement by a mentor teacher or school administrator, the placement will terminate. A conference will be held with the mentor and Director to determine whether an alternate placement is a possibility.

Graduation and Certification



Department of Mathematics

College of Science

Degree Check Procedures

Prior to the student teaching semester, a degree check must be done with the student teacher's Department of Mathematics faculty advisor. To begin the process, the student teacher should pick up the correct form from the **College of Science Advising Office, Gould Simpson, Room 1017**. An appointment with the student's faculty advisor should then be made to review the degree requirements. The advisor will go over these requirements in conjunction with the student teacher's academic records and will sign off if all requirements have been met. The degree check (pink form) is then turned back in to the College of Science Advising Office, Gould Simpson, Room 1017.

GRADUATION

During the final semester the Office of Curriculum and Registration will send an e-mail message detailing graduation events. Caps and gowns are available (for rent or purchase) at the UA Bookstore. One item that may be of particular interest to student teachers is the College of Science pre-commencement ceremony (which is usually held a few days before the university-wide commencement).

ASSESSMENT FOR AZ CERTIFICATION

To be certified to teach in Arizona, all those who complete the ***Secondary Mathematics Education Program*** must also pass the Professional Knowledge (NES) and Subject Knowledge portion of the Arizona Educator Proficiency Assessment (AEPA). For more information about and registration for the exams, visit **http://www.aepa.nesinc.com** (AEPA) and **http://www.nestest.com/arizona** (NES).

TEACHER CERTIFICATION

(PROVISIONAL TEACHING CERTIFICATION GRANTED TO NEW TEACHERS)

Requirements for certification are:

- Bachelor's degree
- Successful completion of S.M.E.P.
- Passing score on both the professional knowledge (NES) and subject knowledge of the Arizona Educator Proficiency Assessment (AEPA)
- U.S. and Arizona Constitutions course work or passing scores on the two AEPA Examinations
- Six units of Structured English Immersion (SEI) coursework
- Fingerprint Clearance from the Arizona Department of Public Safety: http://www.azdps.gov/Services/Fingerprint/
- Payment of appropriate fees

AZ Teaching Certification:

1. Complete the senior degree check with your Mathematics Department Faculty Advisor the semester before graduation. The degree check process allows the College of Science Academic Advisor to verify the completion of or registration of all courses necessary to meet graduation requirements.
2. The U.S. and Arizona Constitutions course is a requirement.
3. The Finger Print Clearance Card from the AZ Department of Public Safety is a requirement.
4. Pass the subject knowledge (NES) and professional knowledge Arizona Educator Proficiency Assessment (AEPA). Student teachers are advised to take the appropriate AEPA tests after completing most or all coursework in the program other than student teaching. Testing dates and registration

information are available on the Arizona Department of Education web page, http://www.azed.gov/educator-certification/certificate-requirement/.

5. Complete the *Institutional Recommendation/Application for Certification Form.* The forms will be distributed at a mandatory seminar for student teachers early in the semester. The signed *Institutional Recommendation/Application for Certification Form* will be processed by the College of Education. For questions, contact:

Kerith Lisa
Academic Advisor
College of Education
Telephone: (520) 621-7865
Email: kerith@email.arizona.edu

Letty Gutierrez
AZ Certification Officer
College of Education
Telephone: (520) 621-7865
Email: olgutier@email.arizona.edu

6. Mail or deliver the signed *Institutional Recommendation/Application for Certification Form*, AEPA and NES results for the professional knowledge and subject knowledge portions of the test, a copy of the fingerprint card, and the correct fees to the Arizona Department of Education- Certification Unit:

Phoenix Office
P. O. Box 6490
Phoenix, AZ 85005-6490
Telephone: 602-542-4367
http://www.azed.gov/educator-certification/

VIOLATION OF LAWS

Eligibility for teacher certification may be affected by some infractions of the law. Early processing of fingerprints is advised if there are questions about eligibility to teach in Arizona. For questions about the legal aspects of certification, contact the College of Education.

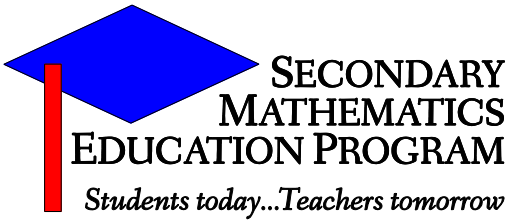
REQUIREMENTS FOR CERTIFICATION IN OTHER STATES

It is usually easier to receive certification in one state if the applicant is already certified in another state. Therefore, application for an Arizona Teaching Certificate is recommended. Certification requirements in other states can be found by going to the Web site address, https://www.teach.org/teaching-certification

SUBSTITUTE AND EMERGENCY CERTIFICATION

Please refer to the Arizona Department of Education Web address for substitute certification and emergency certification, http://www.azed.gov/educator-certification/certificate-requirement/teaching-certificate/

Feedback Forms



Department of Mathematics

College of Science

Feedback from Grades 7-12 Students

Please answer honestly and thoughtfully. This will help me learn and grow as a teacher.

1) What strengths do you feel I have as a teacher?

2) What do you feel I could do to be a more effective teacher?

3) What advice would you offer me for my first year of teaching?

4) Any comments, further suggestions or input?

Thank you very much for your part in my student teaching experience. I enjoyed my time in your classroom.

Secondary Mathematics Education Program
Mentoring the Student Teacher: Giving Feedback

"Those having torches will pass them on to others." -Plato

Mentors who are knowledgeable, informed, and supportive have the potential to have a significant impact on the beliefs and practices of aspiring teachers. Mentors can make a difference in attracting and retaining high-quality teachers. The primary responsibility of the mentor of a pre-service teacher is to help the individual bridge the gap between the theoretical knowledge of teaching and learning mathematics with the reality of working with students in a school setting (NCTM, 2009).

Mentoring a pre-service teacher is a commitment to someone who has little to no experience in the classroom, and therefore it becomes the responsibility of the mentor to make real and tangible what was learned in pedagogy classes. The mentor coaches, guides, and supports the future teacher about best practice in and out of the classroom. The mentor functions as a bridge between a teacher preparation program and effective membership in the mathematics teaching community for the student teacher (NCTM, 2009).

A special relationship should form and be founded on trust that is non-evaluative in nature. Building a relationship means listening, helping to create a safe environment for mathematics learning, and allowing the student teachers to communicate openly about their fears and successes in the classroom. The mentor should offer a smile and a comforting shoulder to lean on as the student transitions into a teacher. A student teacher will always remember the mentorship of an expert and professional teacher.

In a positive and professional relationship, respect and communication have tremendous presence. The feedback is meant to promote communication on a daily basis. It is critical that we keep in mind that error followed by reflection and correction should be a fundamental process of becoming a teacher. Mentor teachers and student teachers need to remember that doing something ineffectively should promote rich discussion that becomes a normal part of the process of learning to teach effectively.

Areas in which there should be substantial communication:

- **Feedback** on teaching, writing objectives, writing lesson plans, explaining, monitoring of learning, etc.
- **Reflections** - on actions taken based on feedback
- **Teaching Ideas**– while either the mentor teacher or the student teacher is teaching, the other can write comments, things that stand out, questions, ideas, etc. regarding the observation of teaching and the interaction between the instructor and the students.
- **Instructional Planning** – questions, comments, feedback on written lesson plans can be discussed orally and in writing
- **Classroom Management** – ideas to help ease the demands of managing the classroom
- **Grading/Evaluation of Students' Work** - questions, comments, notes, etc.
- **Logistics** - procedures or common tasks and responsibilities of a teacher. (ie., reminders, copies, mail, etc.)
- **Sharing of New Ideas** – on anything related to the task of teaching
- **Weekly meetings** – a brief summary of what was covered in your weekly meetings
- **General communication –** on anything that is important to the success of the student teacher

Please enjoy the process of being a mentor and mentee because it can become a strong and powerful bond of friendship and collegiality for the future.

*NCTM (2009). *Empowering the Mentor of the Preservice Mathematics Teachers.* Reston, VA: National Council of Teachers of Mathematics.

Tips for Conducting Effective Teacher Mentoring

Mentoring can accelerate the development of new teachers' instructional practice. Mentors need comprehensive and ongoing professional development to be effective. These conversation tips provide insight into the broader curriculum of mentor professional development offered by the New Teacher Center at University of California, Santa Cruz, a content contributor to PBS Teacher Line.

Use *paraphrasing statements* to communicate that you HEAR, UNDERSTAND, and CARE.
Some possible paraphrasing stems include:

- So…
- In other words…
- What I'm hearing is…
- What I hear you saying…
- From what I hear you say…
- I'm hearing many things…
- As I listen to you, I'm realizing that…

Use *clarifying statements* to IMPROVE UNDERSTANDING, DEVELOP FOCUS, and SEEK CONNECTIONS.
Some possible clarifying stems include:

- Would you tell me a little more about…?
- Let me see if I understand…
- I'd be interested in hearing more about…
- It'd help me understand if you'd give me an example of…
- So, are you suggesting that…?
- Tell me what you mean when you say…
- Tell me how that idea is like/different from…
- To what extent…?
- I'm curious to know more about…
- I'm intrigued by/interested in/I wonder about…

Use mediational questions to help your colleague to HYPOTHESIZE what might happen, ANALYZE what works, COMPARE plans with outcomes, and IMAGINE POSSIBILITIES.
Some examples of mediational questions include:

- What's another way you might...?
- What do you think would happen if...?
- How was….different from/similar to...?
- What sort of impact do you think...?
- What criteria do you use to...?
- How did you decide...?
- How did you come to the conclusion that...?
- When have you done something like...before?

Offer *open suggestions* to PROVIDE CHOICE, ENCOURAGE without overwhelming, and ENCOURAGE INDEPENDENCE.

Some open suggestion stems might include:

- One thing I've noticed is...
- A couple of things to keep in mind...
- From my experience, I've learned...
- Some teachers I know have tried a couple of different things in this situation and maybe one would work for you…
- What I know about ___ is…
- Sometimes it's helpful if...

Follow suggestions with *tagging questions* to INVITE a teacher to IMAGINE or HYPOTHESIZE.

- How might that idea work in your classroom?
- Which of those ideas might work best with your student(s)?
- What do you imagine would happen if you were to try that?
- To what extent might that work in your situation?

Offer *non-judgmental* responses to BUILD TRUST, ENCOURAGE SELF-ASSESSMENT, and FOSTER RISK-TAKING.

Some examples of non-judgmental responses might be:

- I noticed how when you..., the students really...
- It will be interesting to see which of your ideas work out the best...
- How do you think the lesson went, and why?
- What did you do to make the lesson so successful?

The tips and strategies were contributed by the New Teacher Center at University of California, Santa Cruz. For more information on the New Teacher Center at UC Santa Cruz visit **www.newteachercenter.org**.

This content was developed under a grant from the U.S. Department of Education. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

UNIVERSITY MENTOR OBSERVATION & FEEDBACK to STUDENT TEACHER

Student Teacher: **School:**
Date: **Class period/time:**
University Mentor: **Lesson Topic:**

I. Pre-teaching:
Lesson plan prepared _____YES _____NO
Description of lesson & objective(s):

II. Teaching of the lesson
Areas of focus:

- Teacher presence, eye contact, confidence
- Classroom management
- Student engagement
- Questioning
- Hands-on
- Technology
- Inquiry
- Mathematical tasks
- Formative assessment

III. Post-teaching conference reflection (Student Teacher perspectives):

- What went well?
- What did not go well?
- What changes would you make?
- What did you learn about teaching from this lesson?

Highlights of the lesson (Share with ST from notes taken during the lesson)

Strengths observed: (suggestions from university mentor)	Consideration for refinement (suggestions from university mentor)

Observation notes should be attached to this cover form.

UNIVERSITY MENTOR - SUMMARY OF FEEDBACK to STUDENT TEACHER

Student Teacher:
Mentor Teacher:
University Mentor:
School:

Observation & Post-Conference Date	**Lesson**	**Strengths (Things to keep doing)**	**Refinements (Things to work on)**

Mentor Teacher Feedback for the Student Teacher

Date: **Class Period:** **Lesson Topic:**

Observation notes during instruction:

Summary
Strengths (what you did well):
Refinements (things to work on):
Try this next time:
Reminders (logistics)

Mentor Teacher Feedback for the Student Teacher

Date: **Class Period:** **Lesson Topic:**

Observation notes during instruction:

Summary
Strengths (what you did well):
Refinements (things to work on):
Try this next time:
Reminders (logistics)

Mentor Teacher Feedback for the Student Teacher

Date: **Class Period:** **Lesson Topic:**

Observation notes during instruction:

Summary
Strengths (what you did well):
Refinements (things to work on):
Try this next time:
Reminders (logistics)

Mentor Teacher Feedback for the Student Teacher

Date: **Class Period:** **Lesson Topic:**

Observation notes during instruction:

Summary
Strengths (what you did well):
Refinements (things to work on):
Try this next time:
Reminders (logistics)

Mentor Teacher Feedback for the Student Teacher

Date: **Class Period:** **Lesson Topic:**

Observation notes during instruction:

Summary
Strengths (what you did well):
Refinements (things to work on):
Try this next time:
Reminders (logistics)

Mentor Teacher Feedback for the Student Teacher

Date: **Class Period:** **Lesson Topic:**

Observation notes during instruction:

Summary
Strengths (what you did well):
Refinements (things to work on):
Try this next time:
Reminders (logistics)

Mentor Teacher Feedback for the Student Teacher

Date: **Class Period:** **Lesson Topic:**

Observation notes during instruction:

Summary
Strengths (what you did well):
Refinements (things to work on):
Try this next time:
Reminders (logistics)

Mentor Teacher Feedback for the Student Teacher

Date: **Class Period:** **Lesson Topic:**

Observation notes during instruction:

Summary
Strengths (what you did well):
Refinements (things to work on):
Try this next time:
Reminders (logistics)

Mentor Teacher Feedback for the Student Teacher

Date: **Class Period:** **Lesson Topic:**

Observation notes during instruction:

Summary
Strengths (what you did well):
Refinements (things to work on):
Try this next time:
Reminders (logistics)

Mentor Teacher Feedback for the Student Teacher

Date: **Class Period:** **Lesson Topic:**

Observation notes during instruction:

Summary
Strengths (what you did well):
Refinements (things to work on):
Try this next time:
Reminders (logistics)